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This review examines documents on the mass media relating to adult education as a whole, particularly as it is involved in the process of the social upgrading of the individual necessitated by the development and needs of present-day society; to rural education, i.e., in the economic and social development of people in rural regions, and to special projects in higher technical education such as in Poland, in the Open University of the United Kingdom, and in family planning. Most of the 41 references are from 1968 to 1971. (Author)

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THE USE OF MASS MEDIA IN ADULT EDUCATION IN COUNTRIES OUTSIDE THE U.S. AND CANADA: A LITERATURE REVIEW

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Stanley M. Grabowski, Acting Director

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THE USE OF MASS MEDIA IN ADULT EDUCATION IN COUNTRIES OUTSIDE THE U.S. AND CANADA: A LITERATURE REVIEW

Henry R. Cassirer

The present summary provides a general introduction to the subject concerned, but in view of the vast volume of the literature on this question, the publications reviewed have been limited to the output of the last three or four years.

In face of the recent population growth and technological development, as a Unesco publication entitled The New Media: Memo to Educational Planners, "Many more people have to be educated for a continually increasing span of their lives so that they may absorb an ever-expanding and changing body of knowledge". To cope with the exigencies of this revolutionary situation arising from the need to educate adults in a constantly changing society, it has become essential to find new methods and make use of mass media for this purpose. The considerable strides made in recent years in the press, radio, film and television world have provided increased opportunities for the utilization of these media in various aspects of education, i.e. out-of-school education, literacy, rural development and family planning. At Unesco, a division of the Department of Mass Communication is specifically responsible for the investigation and the implementation of these possibilities in Member States.

In May 1966, a Meeting on Broadcasting in the Service of Education and Development in Asia was organized by Unesco in Bangkok. However, the theme of this regional meeting went beyond the problems of Asia alone and concerned all the countries. Indeed radio and television which offer considerable potentialities for dealing with all aspects of development (economic, social, educational, cultural, rural, industrial, etc.) are most important agents of social change and action. For this reason, a study had to be made of the role, the possibilities, and the lasting contribution of these media which must now be considered as part of a country's so-called "infrastructure". (20)*

At the international level, this meeting was followed by a Meeting of Experts on Mass Media in Adult Education and Literacy held at Unesco Headquarters in Paris in November 1967 which emphasized the importance for adult education of mass media making it possible to contact a wider public than the educational institutions proper. Flexible and up to date, these media, which provide a continuous flow of information, enable the population to realize their identity and to take a responsible part in social life and thus relate adult education to the problems of the present world.

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*Numbers in parentheses refer to items in the bibliography beginning on page 9.

Although their utilization is primarily of national interest and is a matter for the state, it calls for international co-operation and assistance. (21) For this reason, Unesco's action in the last three years has concentrated on putting into effect the recommendations formulated during the meeting at both international and national levels. The measures proposed at this meeting, in particular the official recognition of mass media as one of the most important institutions for adult education in modern society were referred to by Dr. H. Cassirer, Director of the Division of the use of mass media for out-of-school education of Unesco, in an article published in Convergence, an international review issued by the Ontario Institute for Studies in Education. (22)

The publications considered, which include a number of Unesco reports and studies on this question, have been classified according to a few selected subjects.

Adult Education in General

We first examined the documentation on mass media relating to adult education as a whole. This documentation includes many publications relating to the various levels of education involved in the process of the social upgrading of the individual necessitated by the development and needs of present-day society.

Indeed, contrary to school education which is based on established structure, adult education which is intended for a wide range of highly motivated students has a multitude of objectives and makes use of the most varied media, i.e. books, photographs, drawings, blackboards, posters, exhibitions, diapositives, films, radio, tape-recorders and television. The use of these media depend on the resources available, the last few items mentioned requiring production facilities and comparatively expensive equipment. (13)

The recent appearance of the 8mm film as a medium of instruction and information has made no small contribution to audio-visual media in industrialized as well as developing countries.

The relative cheapness of films of this size enabled the schools and private individuals concerned to build up their own film libraries. The Unesco publication 8mm Film for Adult Audiences provides an index of 8mm films now on the market, together with an abundant bibliography. Furthermore, the appropriate types of projectors are easier to handle and permit the instructor to devote his full attention to the task of teaching. Among the main subjects covered by 8mm Films for Adult Education, the following may be mentioned : teacher training; language teaching; vocational; industrial and scientific training; public health; agriculture : road safety; etc. (37)

Television, which represents a social, cultural and technical revolution, is a medium which offers great prospects. Its rational use in open and closed circuit makes it possible to meet a wide range of requirements and in the last few years its scope has been still further widened through the use of communication satellites. It can be utilized in many fields, e.g. vocational

training: re-training of teachers, advisers in rural development, technicians, business managers, doctors; teaching for persons who have not completed their secondary or university courses; courses in present day problems. In developing countries, these activities are combined with fundamental education which includes literacy.

The adaptation of this vast potential of educational television to the requirements of the modern world and its use in connection with a strategy for the development of human resources have been the subject of many international meetings and seminars (1 & 9). It emerges from a survey of European achievements in adult education through the use of television by N. Brichet (5) that television is not used in European countries as an educational medium for the masses but as a privileged instrument for a limited public. Educational television for adults seem to be conceived in Europe for specific objectives and levels which have been decided in advance. It has not yet reached the masses and, as it is unaffected by the exigencies of the mass audience, it can give viewers who are highly motivated and anxious to learn the benefit of a thorough professional and general training. Needless to say specific requirements vary from one country to another and adult education depends on the policy adopted by the governments concerned. However, similar problems arise in all countries of Europe and effective co-operation has already been initiated.

One of the results of this co-operation is the establishment by the Committee for Out-of-School Education of the Council of Europe of a Study Group on New Types of Out-of-School Education as a "steering body" for the Council's program in the field of multi-media teaching systems. The objectives of this important program are to meet the most urgent educational demands of the new society and to prepare European educationists for the long-term prospects of "Europe 20 years ahead". In preparation for these developments, the use of satellites for educational purposes discussed by the Study Group which has summarized under three headings the urgent requirements for their application : 1) the claim for wavebands, 2) the assessment of common educational needs, in particular the identification of new needs; 3) the adaptation of the existing soft-ware for an extension of broadcasting involving an exchange of programs and the co-production of new soft-ware. As far as the immediate future is concerned, the Study Group at its meeting in April 1969 recommended that all participant countries when involved in course production should consider their possible extension from the national to the European level. Such nationally produced courses could possibly provide a general basis for satellite transmissions in the early years. The Study Group also recommended that all member states co-operate in carrying out a co-operative pilot project in education limited to a single short course of approximately six broadcasts. The Study Group is also asked to examine the programs of the various seminars and practical courses organized by the Committee for Out-of School Education at Schweningen, Stockholm, and Munich. (11)

The theme of the practical course held in Stockholm in October 1969 was adult education by means of radio and television. The problems considered were the organization of local study groups and the way in which the latter could make use of educational broadcasts and supporting materials such as

textbooks or correspondence courses. The course included a study of the inventory of national projects and efforts to reinforce broadcast adult education made in a dozen European countries and listed the common difficulties and problems encountered, i.e. recruitment, persistence of audience, evaluation and selection of teaching methods and adaptation of radio/television teaching to the heterogeneous audience of students. Other points which were also studied were the model projects, i.e. educational technology, a parents' refresher course in modern mathematics, contemporary European art (painting, sculpture, architecture, theatre, film, and poetry) to enlighten the public on certain aspects of present day life, and preparation for retirement in an industrialized society. (10)

In Latin America also the use of radio and television for the continuous education of adults has greatly developed in the last few years. Over a hundred official and private institutions including the Instituto de Solidaridad Internacional (ISI) de la Fundacion Konrad Adenauer, Bonn, have endeavoured to promote educational television in this region. For example this institution, in co-operation with the Instituto Nacional de Teleducacion (INTE), organized a preliminary training course in Lima in 1969 for 40 teachers from 13 Latin American countries on techniques for the production of brochures and spelling books for radio and television adult educational programmes (17). In March 1970, the same institution organized a seminar on the sociological and pedagogical approach to education by television, for teachers engaged in this type of work. (18)

From the teaching standpoint and at international level two Unesco publications should be mentioned. The first, entitled Radio and Television in Literacy is a report based on experience in 38 Member States of Africa, Asia, Europe and Latin America, and on documentation already published. It is designed to serve in the fight against illiteracy and to assist those concerned with educational broadcasting, where radio and television could be used on a larger scale and applied in new forms to draw the maximum benefit from these media on communication. (38) The second publication Broadcasting for Adult Education : a Guidebook to Worldwide Experience is to be published by the end of 1971. It is intended to promote a more effective use of radio and television in adult education. Its aim is to provide media professionals, adult educators, administrators and teachers of mass communication with a handbook not only for their personal information and guidance, but also for use in study and training courses of every kind. (35)

Rural Education

One sector in which the use of modern mass media has helped and will continue to help, particularly in the economic and social development of a large population, is that of the rural regions which had long been cut off from the outside world.

Indeed peasants represent at least three fourths of the population of the developing countries. India alone has about 500,000 villages and China 600,000 whereas Asia, Africa, and Latin America together account for 1,750,000,000 peasants. (29) For this reason, the education of the rural population and its introduction to the realities of the modern world with a view to the raising of its living standards are some of the main objectives of development agencies such as Unesco, FAO, USAID, and other governmental

and private bodies.

The use of modern mass media is therefore a very valuable adjunct to traditional educational methods. In fact, radio and television enable even illiterate villagers to obtain information about the outside world and the potentialities of the modern community.

In this respect, a few experiments carried out may be usefully quoted. On the basis of an experiment in Canada in 1941, other countries, such as India, have initiated rural broadcasts and a joint study on the impact of communication on rural development was carried out by the Governments of India and Costa Rica with the assistance of Unesco. In this study, the section on India was prepared by Dr. Prodipto Roy and the chapter on Costa Rica by Dr. Waisanen and J.T. Durlak, Department of Communication, Michigan State University, while the comparative analysis was prepared by Dr. E.M. Rogers of the same Department and University. The purpose of this document was "to determine which methods and techniques are most effective in persuading people to accept certain technological changes necessary to achieve a higher level of living, thus speeding up the process of rural development". The communication treatments tried out in India and Costa Rica and dealt with in the study were: literacy reading groups, radio forums and animation training of community leaders. Despite the cultural differences between the two countries in which receptiveness to outside innovation varies, certain similarities have been observed in the results obtained. More progress was achieved by the radio forums than by the literacy reading groups, whereas the animation treatment "as a technique for planned change failed to show appreciable effects", perhaps as the study adds, owing to the "inadequate procedure by which the treatment was conducted". Indeed, animation training should be based on a thorough knowledge of the social structure of the village. In conclusion, Dr. Rogers expresses the hope "that the results would contribute to the greater efficiency of development agencies, in nations like Costa Rica and India, and that the methodological insights will prove useful to social scientists conducting future field experiments, in less developed nations". (30)

A particularly outstanding achievement in mass media as an instrument for rural development is the project launched by the Accion Cultural Popular (ACP) in Colombia. It began in 1947 when Father Jose Joachim Salcedo, the curate at Sutatenza, a small village 150 kilometers from Bogota, decided to make use of the radio for an educational scheme in the valley of the Tenza where a population of 100,000, of whom 80% were illiterate, lived in complete economic, social and cultural isolation. With the help of a radio transmitter he built himself and three receivers, he founded a first radio-school which was followed by many others throughout the valley. The government immediately collaborated in this experiment by sending Father Salcedo the necessary equipment and an appropriate literacy method. By 1953, a Unesco mission was assisting the ACP at Sutatenza by working out a broadcasting program. In 1955, the ACP was officially recognized by the government and the church and consequently became eligible for the rights and benefits granted to all the other schools of Colombia. The Sutatenza Centre has studios, offices, a library, radio laboratories, a theatre, a cinema and a hotel for temporary personnel. Courses are put out every day, but on Sundays more time is devoted to entertainment. The subjects are : literacy, simple arithmetic, geography, national history, urbanization, civica, catechism, hygiene, agriculture and stock-breeding.

The requisite documentation is circulated beforehand. Teachers or other assistants give a commentary on the broadcast courses and explain any difficulties.

In 1968, a mission from the Deutsches Institute fur Entwicklungspolitik was instructed by the Federal German Ministry for Co-operation to make an on-the-spot assessment of the efficiency of the ACP which was considered to be a unique experiment carried out by mass media as an instrument for rural development.

In 1969, the mission listed 28,000 radio-schools with an established staff of 660 and thousands of assistants for 241,000 registered students. These figures require no comment. The ACP is steadily developing and the Pope, on his official visit to Colombia in 1968, inaugurated new broadcasting installations in the presence of 50,000 peasants. (23)

With regard to Africa, in the course of his successful mission to Zambia (1968-1970) to apply radio broadcasting facilities to adult educational needs in rural areas, Mr. A.M. Natesh, a Unesco expert, was asked for a special report to be based on the content of his previous reports on this country which would give a complete picture of the actual results achieved and the recommendations made and would represent an excellent guide for future missions to developing countries on this question. This document, entitled Organization of Radio Farm Forums, includes an introduction on radio rural forums, their meaning and significance, an outline of the situation in Zambia in 1966 relating to the country, the population, the problems of the emergent farmers, the agricultural and broadcasting services, domestic radio and license regulations and the four-year development plan. It also contains a detailed study of the pilot project with the successive stages of its implementation, e.g. the types and number of forums, the proposed programs, the training and further training facilities of the operational staff, and the budget. Furthermore, the report deals with problems in connection with the organization of the forums, the administration and the supervision of forums. In conclusion, there is a bibliography on broadcasting in general and African problems, together with a number of annexes on radio farm forum training courses, extension officers, hints for the selection of forum centers, the necessary equipment, posters and program schedules. (25)

However, until recently, the use of mass media for educational purposes in most African countries had not yet been systematically organized or sufficiently co-ordinated. The various government services in this region tended to consider the radio as an entirely external independent agency which did not necessarily co-operate with their activities. However, only through the co-operation of all the national administrations concerned would it be possible to work out an adequate program for mass media likely to solve the problems arising from rural and consequently overall development. To give prominence to this idea, Unesco, in agreement with the Government of Senegal, organized a Symposium on the use of mass media for rural development at Dakar/Kaolack in November-December 1970. The Symposium, attended by 29 participants, 17 observers and 6 international experts, was instructed to study certain rural development problems, the solution of which could be facilitated through the use of radio, television, the press, films and other audio-visual aids, with an emphasis on the special role of broadcasting and the need to intensify its use by integrating it into the national or regional programs for rural development. It was also intended to draw the attention of the participants to the experience acquired in

this field by the Unesco pilot project on the use of audio-visual techniques in adult education which covered the period 1965- 1969. (6) In this field, above all others, information is needed among the people themselves : among the rural people who stimulate each other through example and experience in their innovative efforts; from rural people to urban inhabitants and vice versa, so that rural issues may be understood elsewhere and the impact of urban modernization is felt in the rural areas. (32)

Higher Technical Education

One particularly interesting development in both industrialized and developing countries is the use of television for higher technical education of employed which was the subject of a pilot project in Poland from 1966 to 1970. In this experiment, the televised courses, associated with correspondence courses, were provided for those who, for reasons of employment or residence, were unable to attend intramural studies.

This pilot project was due to the rapid expansion of education and particularly higher studies in the last three decades. The number of students rose from 49,534 in 1937-1938 to 166,103 in 1966-1967, while the number of students in advanced technical institutes increased from 7,888 in 1937-1938 to 56,338 in 1966-1967. Moreover, traditional day courses were supplemented by evening classes inaugurated in 1948 (31,532 students in 1966-1967) and extramural and extension courses organized to make higher education accessible to employees with the requisite qualifications (76,836 students in 1966-1967). Consequently, the overall number of students in Poland reached 274,471 in the academic year 1966-1967, including 96,975 at the technical faculties. As the network of colleges was not sufficiently widespread, an attempt was made to solve the problem by the use of mass media. As an experiment, it was decided to precede the actual televised lectures scheduled for September 1966 by an initial "Small Pilot Project" consisting of a short series of lectures on the subjects required for admission to technical colleges, i.e. physics and mathematics at secondary level. The "Small Pilot Project" operated between February and June 1966. The evaluation of this pre-project was published in January 1967 under the title Television for Higher Technical Education of the Employed in the Unesco series of "Reports and Papers on Mass Communication". (38)

Subsequently, in view of the value of the Polish experiment, a European Conference of specialists dealing with the use of television in higher education was organized in Warsaw in September 1968 with the co-operation of Unesco. A considerable documentation was prepared for this conference by the participants from the European countries, Canada, and Japan. (12)

A third publication entitled Television Technical University in the Eyes of the Students published in 1970 by the Intercollegiate Institute for Research on Higher Education and the Polish Television Out-of-School Education Unit reviews the opinions expressed through a sample survey among a group of about 300 students who had followed the first year course in 1968-1969 and had agreed to reply to the large number of questionnaires circulated to them on the subjects dealt with at the television conferences : mathematics, physics, descriptive geometry and industrial drawing. The sample survey was generally positive and confirmed the success of the pilot experiment. The views expressed by the students regarding the quality, effectiveness, and success of

the televised conferences are bound to assist the program planners to improve their future broadcasts. (19) An evaluation report on the whole of the project is to appear in the second half of 1971. (39)

The Open University of the United Kingdom

Another experiment at the university level covers not only higher technical education but also includes a large number of disciplines (arts, science, mathematics, technology, social sciences and educational studies) at various levels and for various degrees has been pioneered by the Open University of the United Kingdom created in 1969 with its headquarters at Milton Keynes in North Buckinghamshire. It was scheduled to initate its teaching programme in January 1971 with 25,000 students on its rolls.

The Open University is primarily intended for adult students in full-time employment or working at home and, exceptionally, for students under 21 who, for health or domestic reasons, are unable to attend a conventional institution of higher education. All these students are scattered over the whole of the country, the teaching is provided by all existing techniques with radio and television playing an important pioneering role.

The teaching methods of the Open University involve home study with correspondence and broadcast elements, summer courses and study centers located in 250 communities in various regions, themselves using radio and television programs jointly prepared by the University and the BBC.

The students receive a reading list and bear the cost of their books. However, local public libraries are asked to offer them certain facilities while a limited number of extracts from books and articles are distributed by the University. (15)

Of the 25,000 students registered for 1971, teachers represented the highest proportion, i.e. 30%, followed by the group of partially qualified scientists, engineers, laboratory assistants and technicians who wish to obtain a degree qualification and represent 14.7%. Only 4.5% of the candidates have a degree qualification. Furthermore, the proportion of "working class" candidates is relatively low, probably because they had not been informed in time of the possibilities offered by the Open University. A further interesting point is the sex breakdown: 70% men and 30% women. (14)

Family Planning

One recent sector which has asked for assistance from mass media is that of population and family planning. Up to the middle of the twentieth century, the policy of most governments was to foster population growth, but since the improvement in public health and the fall in mortality which was responsible for an unprecedented increase of population, governments began to plan for a limitation in the rate of population growth.

In the face of population pressure, particularly in the developing countries, where resources are limited, certain countries decided after 1960 to introduce nation wide family planning policies. For example, India tried

to reduce the birth rate from 40 per thousand to 25, and Pakistan from 55 per thousand to 45, whereas Korea proposed to cut the rate from 2.9% in 1962 to 2% in 1971. (27)

In June 1969, Unesco organized in Paris a first expert Seminar on Mass Media and National Family Planning Programs. The purpose of this seminar was to give specialists an opportunity for discussions and exchange of experience and enable them to consider existing problems and ways and means of meeting them. The participants emphasized the importance of mass media which are an essential factor in the efficiency and success of family planning campaigns. Indeed, to enable the public to realize the necessity for such planning, it must be fully informed of its principles and methods. The experience of countries like Korea has shown the part played by mass media which aim at improving physical and spiritual well-being. In the same country, a Regional course in the production and use of mass media for family planning programmes in Asia was organized in September/October 1970. (27) The course was attended by 28 participants from 12 countries, half of them were basically family planners (including medical personnel and administrators) and half were basically mass communicators.

The program of the course mainly covered : the principles and steps involved in the planning, production, use and evaluation of mass media for family planning, visits to field family planning projects and media organizations, and recommendations for a Manual on Production and Use of Mass Media which Unesco plans to prepare and publish in 1971. (28)

Impact of Mass Media on Society

Lastly, mention should be made of a social problem arising out of the use of mass media : their impact on the adults and still more perhaps on the young. This very topical question was dealt with at a symposium on the impact of the representation of violence in the mass media on youth and adults convened by Unesco in June/July 1970 and which was attended by 23 specialists in mass media, sociology, psychology, criminology, social work and education from 18 countries and observers from 23 international non-governmental organizations. (41)

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